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ABSTRACT

The report describes a study designed to follow up successful examinees of the General Educational Development (GED) test administered at McLennan Community College. The study's purpose was to determine the trends, traits, and effects of specific aspects related to their receipt of a high school equivalency certificate. Of the 1,065 successful examinees in the years 1970 through 1974, a random sample of 50 from each year was asked to complete a GED basic information form by mail; a total of 59 (23.6%) of the sample completed the form. A review of the literature indicated that GED recipients were comparable to the standard high school graduate. The study's results indicated that GED recipients tended toward postsecondary educational enrollment despite initial indications that they took the test for vocational reasons. Many stated that their GED performance was the contributing factor in their decision to continue their education. Recommendations for future research are included as is a three-page annotated bibliography. Five appendixes present the GED basic information forms sent to examinees, tabulated responses to the questionnaires, and selected comparisons of GED data. (JR)

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A FOLLOW-UP APPRAISAL OF SELECTED GENERAL EDUCATIONAL DEVELOPMENT TEST EXAMINEES AT McLENNAN COMMUNITY COLLEGE, WACO, TEXAS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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by

Jack Jay Nelson

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Chapter 1

INTRODUCTION

The Welcoming Statement of the General Catalogue (1975-1976: 5) published by McLennan Community College, Waco, Texas states in part that:

> McLennan Community College has but one reason for existence--to provide the finest educational opportunities possible for all the people of the McLennan County area. With education beyond high school fast becoming a necessity for every citizen, we are determined to place the opportunity to attend a first class college within the reach of all who have the desi and capacity to profit from it.

The McLennan County Junior College District, which was established in November, 1965 began its first semester with an original enrollment of 858 students in September, 1966 in temporary quarters at James Connally Air Force Base, Texas. Additionally, the institution was named "McLennan Community College" and was the first two-year college in the State of Texas with the word "community" in its name. By the fall semester, 1974 the enrollment of college credit students exceeded 2900 and, with students in special, noncredit programs, the total enrollment was over 5500. (M.C.C. General Catalogue, 1975-1976: 6) Thus the stated reason for existence and the practicality of making this institution available to the community became readily evident.

Since 1967 McLennan Community College had been designated as an Official GED Center (one of three in the Waco Standard Metropolitan Statistical Area) (Official GED Centers, January 1975), and through

December 1974, had administered over 2000 GED tests.

STATEMENT OF THE TOPIC

The purpose of this report was to follow up selected successful examinees of the General Educational Development (GED) Tests administered at McLennan Community College (M.C.C.) to determine the trends, traits and effects of specific aspects related to their receipt of a high school equivalency certificate.

QUESTIONS TO BE ANSWERED

Were recipients of high school equivalency certificates obtained through the McLennan Community College Official GED Center influenced to take advantage of that institution's educational and training programs?

How was the motivation for taking the GED affected by test results, i.e., did results attained cause a change in objectives; did tests reinforce original objectives; did recipients persist in their initially stated desires for taking the GED?

Have M.C.C.'s efforts in the GED tests administration and follow-up contributed affirmatively to the promotion of post-secondary education at either M.C.C. or other institutions?

BACKGROUND AND SIGNIFICANCE

The Commission on Accreditation of Service Experiences (CASE) in their January 1972 Handbook for Official GED Centers: Policies and Procedures for Operation explains that the GED tests were developed in 1942 by the Examination Staff, United States Armed Forces Institute in order

to provide World War II veterans a means to readjust to civilian life as they resumed their educational and vocational plans. The GED tests provided the non-high school graduate an opportunity to obtain a high school equivalency certificate. Since 1946 the tests have come under the direction, operation and supervision of the American Council on Education and certificates are accepted by institutions of higher learning, business organizations, and civil service commissions.

Although the original purpose of the GED tests was to help the World War II servicemen to adjust upon their return to civilian status, by 1959 the number of nonveteran adults tested exceeded the number of veterans. Official GED Centers are designated by various state departments of education and are the prime locations for administering the tests. Additionally, Veterans Administration Hospitals and many federal and state correctional institutions have centers (American Council on Education, 1968: 24-25). The Office on Educational Credit, an arm of the American Council on Education, Washington, D.C., reported that in calendar year 1974 there were more than 2,250 Official GED Centers approved by the state-level departments of education to administer GED tests (American Council on Education, Bulletin No. 5-1975: iii).

Since the decision to go to college is for many individuals highly complex it is usually influenced by several factors. Sharon's (1971) study, performed under contract with CASE, pointed out that research studies in the 1940's and 1950's were extensive and indicated that the GED tests apparently played a major role in influencing some individuals to apply for college entrance.

Significant influences on the educational atmosphere occurred in

the late 1960's and early 1970's when federal legislative action lowered the legal age for voting in federal elections to 18 years. A result of this legislation was a snowballing effect in various states in many and diverse areas pertaining to the attainment of majority and educational pursuits, some quite unforeseen. Other significant events which transpired during this period and had a direct bearing on the educational pursuits of Americans were: (a) the cessation of the conflict in Viet Nam, insofar as active participation of the United States military forces was concerned; (b) the expiration of the military draft to active service and initiation of an all volunteer military manpower program with educational entry minimums approaching high school diploma or equivalency certificate; and (c) actions to abolish discriminatory practices because of race, sex, or national origin (legal or de facto). All have jointly and severally affected many aspects pertaining to education, to job-related areas and to cultural and personal mores of the American citizens in general.

McLennan Community College had little in the way of research reports specifically identifying many of the potentially pertinent factors surrounding the persons who passed the GED tests at M.C.C. There were several unanswered questions and potential avenues of significance to the Counseling Department and other divisions of the staff and faculty which indicated exploration would be of benefit to McLennan Community College, the community it serves and to the existing fund of educational research. Recommendations by Sharon in his CASE (1971: 12) study concerning improvement of the GED testing program suggested investigation of four specific areas:

1. Colleges should encourage non-high school graduates to take the GED and to present satisfactory scores as evidence of ability to undertake college level work.

2. A greater amount of publicity on the GED should be aimed at those segments of the civilian population that are most likely to profit from taking the tests by continuing their education.

3. GED testing agencies should report test scores and interpretative information to all examinees.

4. The issuance of equivalency certificates might be accompanied by summaries of studies such as this one in order to encourage candidates to continue their formal education.

McLennan Community College has an in-house computer which could be programmed to store information developed by this research and others and it could be a valuable contribution to this highly viable institution and the Central Texas citizenry.

LIMITATIONS

Only the 1065 recipients of high school equivalency certificates who qualified during the period January 1970 through December 1974 were included in this research because of the practicalities of contact.

Financial considerations indicated that a random sampling of 250 recipients, rather than a 100 percent data gathering effort, was more practicable for this original research and might, of itself, generate areas to further expand specific and possibly more detailed research at some future date.

BASIC ASSUMPTIONS

Because of the anonymity of the respondents it was assumed that the responses were frank and truthful.

Analysis of reports results could be directly applied to M.C.C. Counseling Department operations, which administered the GED tests, whereas currently issued state and national reports had required adjustments or interpretations.

PROCEDURES FOR COLLECTING DATA

The Counseling Department, McLennan Community College mailed a GED Basic Information Form to 50 recipients of high school equivalency certificates for each of the years 1970 through 1974, a total of 250 forms. The form was on a single legal size sheet, mimeographed both sides and consisted of three sections: an explanation, 23 questions and and expression of appreciation (Appendix A). Of the 1,248 who were tested during this period 1,065 or 85 percent achieved or exceeded minimum critical scores and were issued high school equivalency certificates. The 250 recipients of the questionnaires comprised 23.47 percent of the total recipients of high school equivalency certificates.

This GED Basic Information Form was designed by the researcher during July 1975 and prior to mailing, it was staffed, reviewed and edited by the Director of Counseling Services, deans and department heads of the interested divisions of the General Administration, Instructional Administration, and Student Services Administration where several specific items of particular significance to the affected departments were added to the original form. This staffing and questionnaire expansion permitted the acquisition of data which were deemed requisite information by the various individuals but were not directly addressed in the original research proposal. It also resulted in

adjustments in the original format. However, the suggestions and comments by the staff and faculty members assisted in the final product design which was i tended to yield a maximum amount of data for the funds expended. The final format was a combination opinionnaire-check list.

From the file of GED records, maintained in the Counseling Services Department, a random sampling (Turney and Robb, 1971: 89) of the 50 recipients for each year covered by the survey was selected without regard to any factor, other than to insure that equal numbers came from each year. In late July, 1975 these persons were mailed the questionnaire, a stamped preaddressed envelope and a postage paid M.C.C. standard form (Appendix C), to be used if so desired. This standard form is widely distributed and could not be identified with any questionnaire as it was suggested on the questionnaire that it be mailed separately. A color code for the year the GED was administered was entered on each of the standard forms when mailed, to determine which year-group was most interested in securing more information about M.C.C. The reseacher at no time availed himself of the information pertaining to names and addresses other than setting forth initial procedures to be followed to assure random sampling.

A follow-up mailing was sent out in September, 1975 (Appendix D).

PROCEDURES FOR PRESENTING DATA

The data have been presented in specific numbers, percentages, and in narrative and graphic format.

Since the data were obtained only from a part of the 250 total

random sampling, it was certainly possible that the responses to the GED Basic Information Form would not apply to the entire random sampling nor to the total population of 1065 high school equivalency certificate recipients. Therefore, no attempts were made in this research to infer that respondents were characteristic of the sample nor to any parameter of the total GED population.

Chapter 2

REVIEW OF RELATED LITERATURE

There has been a rapidly growing amount of research material pertaining to individuals pursuing educational endeavors in institutions of higher learning, industry, business and social fields in the period since World War II. In this review emphasis has been placed on adult educational and job training pursuits of GED examinees who received high school equivalency certificates.

Sharon's (1971: 12) study concluded that "a number of significant results" emerged from his investigations. One of the more outstanding was his finding that an impressive 72 percent of the GED students remained in college during the period surveyed. Further, he found that the tests were "useful and appropriate for the selection and guidance of nontraditional students to higher education." They eliminated one of the barriers to higher education. In many cases they influenced the choice of college, major fields of study and careers to a significant degree.

Of the recommendations made by Sharon, concerning the GED program improvement, one became an operational procedure of GED Centers (reporting test scores to examinees) (American Council on Education, 1968: 12) and all were instituted at McLennan Community College.

In Sharon's (1972) research of the validity of GED tests it

clearly established that GED recipients were indeed comparable to the standard high school graduate. In fact, the GED tests were administered to a selected group of high school seniors over a three year period and approximately 20 percent of the seniors failed on each of the years of testing. (The standard score requirements was 35 or above on each test or an average standard score of 45 or above on all five tests). The use of a high school equivalency test in lieu of a standard high school diploma to meet one of the entrance requirements at institutions of higher learning was, in this research, proven performance of ability to pursue further educational studies.

Fay Byrd, and Others (1973), paralleled this research in that they concentrated on a specific group in the Southeastern United States who had passed the GED test batteries. They investigated what various life experiences such as, reading books, magazines and newspapers had affirmatively affected examinees in their ability to pass the GED test. They made comparisons between these high school equivalency certificate recipients and conventional high school graduates successes in selected educational pursuits at a community college. One of the more salient aspects of this study concerned the investigation into the use the examinees had made of adult learning centers within this geographical area in preparing for the GED tests.

Recommendation for further research was suggested in the area of comparisons of GED recipients success with the traditional high school graduates. A study of the advantages of establishing and operating adult learning laboratory facilities was another area of suggested investigation.

In his dissertation Sterlin Moore (1973) cited a number of contradictions and differences in acceptance of GED test battery results between major institutions on a national level and even within a given state. In Texas, Adult Basic Education (ABE) ranked very high in the educational priorities as it did in several other states. Providing facilities in proximity to the potential user appeared to be a very significant key to the individual's interest in education and active pursuit of same.

The specific assessment of adult needs, as evolved from Multi-County Assessment of Adult Needs Project (MAP), Phase I (1975) substantiated Moore's finding concerning the significance of interest enhancement as related to proximity of learning center. This study developed geographical proximity as one of the more important factors affecting the decision to enroll in educational courses.

MAP, Phase II (1975: 22-23, 29) brought out the extremely cogent and concurrently incongruous indications that employers ranked "not qualified" as the first major problem in hiring new employees and, in response to an open ended query concerning solutions to the problems, listed "increase training programs" second only to "don't know/doesn't apply". However, the overall responses of these employers listed "well trained" as the sixth in rank order of importance of 19 characteristics they considered to be requisite of a good employee. In a listing of job categories, 38.5 percent in the technical/mechanical areas were defined as hard to fill and 57 percent would send or encourage employees to attend convenient needed training. However, only 38 percent indicated a willingness to help with tuition expenses. It was reported that

approximately 80 percent of employers felt specific training, taught by local institutions, would benefit their firm.

The General Educational Development (GED) Testing Service of the American Council on Education (ACE 1968, 1974, 1975 a,b) has published a number of documents insuring that only institutions that continuously meet rigid standards and follow specified procedures qualify to administer GED test batteries. The policies and procedures for qualification, administration and coordination by and between ACE and the various state administrators of the GED testing program and state-level departments of education have been closely monitored and annually reported in narrative and statistical documents to guarantee an uncompromised educational testing program for the benefit of all concerned.

Chapter 3

COLLECTION AND DESCRIPTION OF DATA

Following coordination with M.C.C. Counseling Services personnel, the collection of data for the study was determined to be a multi-faceted effort with limited resources of both personnel and funds. Therefore, interviewing the subjects would have been impracticable and a mail-out/mail-back form was deemed more desirable.

The researcher recognized the limitations of the pure questionnaire and, with the assistance in editing, question construction and layout provided by various staff and faculty members at M.C.C. attempted to design an appealing format. Open-form items were used sparingly (2 questions) and closed-form items used for the balance of the 23 items contained in the basic information form.

In addition to being descriptive of the initial reasons for taking the GED tests during the surveyed time period, the data provided by respondents would also provide significant revelations of their current status, activities related to the GED since successful completion of the test batteries, their current aspirations, projections and attitudes concerning the program. The final form was based on the criteria, as suggested by Turney and Robb (1971: 131-132). (Appendix A)

Because of personnel availability, exigencies of the Counseling Department staff, and established research report deadlines the use of

the period 1969 through 1974 was revised to include only the period 1970 through 1974 or a range of five years. This decision was made subsequent to the typing and printing of the GED Basic Information Form but prior to mail out and random sampling selection.

SUBJECTS

All of the 250 persons in the random sampling had passed the GED tests, a diagnostic achievement instrument, and no attempt at controls was implemented other than the selection of previously described 50 recipients of high school equivalency certificates from each of the five years included in the samplings. The resultant instrument for gathering data therefore was a hybrid containing elements of a questionnaire (open form and close-form), opinionnaire, check list, and rating (rank order method). It was, in part, combined with an inventory (Turney and Robb, 1971: 130-150) thus the title "GED Basic Information Form."

QUESTIONNAIRE RESPONSE

The GED Basic Information Form and McLennan Community College (M.C.C.) Standard Information Request mailer form were included in an envelope together with a self-addressed first class postage paid envelope for return of the completed questionnaire and were mailed on July 24, 1975.

By mid-August only 36 or 14.4 percent of the total questionnaires mailed were completed and returned. An additional 5 of the mailing were returned but unusable forms, e.g., "Addressee unknown", "Moved, Left no forwarding address", etc. Recognizing that a response of less

than 20 percent of the sample would not permit valid future inferences to be made concerning the entire population of GED high school equivalency certificate recipients, the researcher consulted with the M.C.C. Director of Counseling Services and urged a follow-up mailing to the entire sample group. By September 22nd, 1975 the follow-up mailing was delivered to the post office as the result of a diligent, concerted effort on the part of the M.C.C. Counseling Services Department personnel. On October 14, 1975 a total of 59 completed GED Basic Information Forms, which comprised 23.6 percent of the total sampling, were returned as usable responses which were used in the compilation of this report.

Chapter 4

PRESENTATION AND ANALYSIS OF DATA

At the onset of this research it was postulated that recipients of high school equivalency certificates, earned through passing the GED test battery at McLennan Community College GED Center, would be influenced to some degree to take advantage of that institution's educational and training programs. The wordings in the GED Basic Information Form were such as would elicit opinions and factual accomplishments pertinent to this hypothesis and designed to verify or contradict the degree to which this was valid.

Several of the GED Basic Information items were designed to address the question: were recipients of high school equivalency certificates obtained through the McLennan Community College GED Center influenced to take advantage of that institution's educational and training programs? A total of 59 responses to the random sampling of 250, or 23.74 percent of the total GED population of 1065 for the period 1970 through 1974 reported that a substantial number of these persons, 27, did, in fact, attend McLennan Community College. (Appendix D)

As illustrated in Figure 1, responses to question number 3, "Check the reason that you took the GED tests?", revealed that 35.59 percent of the respondents originally took the GED tests with the intent of pursuing a college education at some institution. The balance listed "Vocational", 27.12 percent, or "Other", 35.59 percent. Tabulated

responses to question number 2, "Have you furthered your education since passing the GED tests?", showed 57.62 percent of the respondents did pursue college level, 16.97 percent vocational-technical, and 10.17 percent noncredit educational courses for a total of 72.88 percent. Of these 59 respondents, 6.78 percent continued on to a four year college, after completing a two year program at McLennan Community College. An additional 10.17 percent checked off "Have not yet furthered my education but I intend to enroll in _____" (10.16 entered "M.C.C."). (Appendix D)

This is an increase of 47.46 percent over the respondents who had originally taken the GED test batteries with college education in mind. Valid conclusions could not be drawn as to the future plans or actual accomplishments of those respondents who passed the GED during the years 1973 and 1974 since the elapsed time had not permitted their completion of a two year program at any institution, under a normal schedule.

The increase in the persons who actually had furthered their education, Figure 1, when viewed in correlation with the responses to question number 6, "Check how passing the GED has helped you", where 59.32 percent checked off "Encouraged me to get more education", presented solid evidence to the researcher. The relationship between this response and the responses to question number 9, "Check the statement that tells how the GED influenced you to continue formal education", is illustrated in Figure 2 and substantiates the influence that the GED tests had on the respondents' pursuit of education, in that 81.36 percent stated that the GED tests influenced their continued formal schooling

(57.63 percent "Very much" and 23.73 percent "Some").

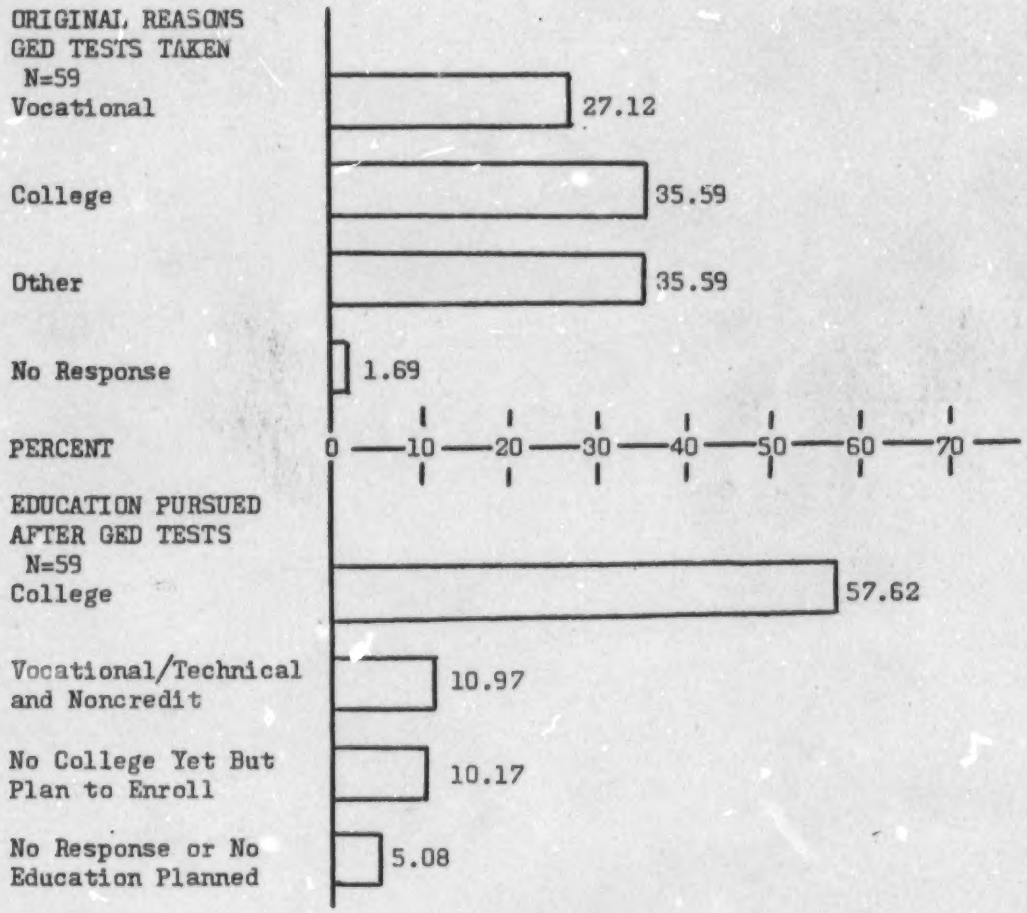

Figure 1

COMPARISON OF PRE/POST GED TESTS ATTITUDES

TOWARD FURTHER EDUCATION

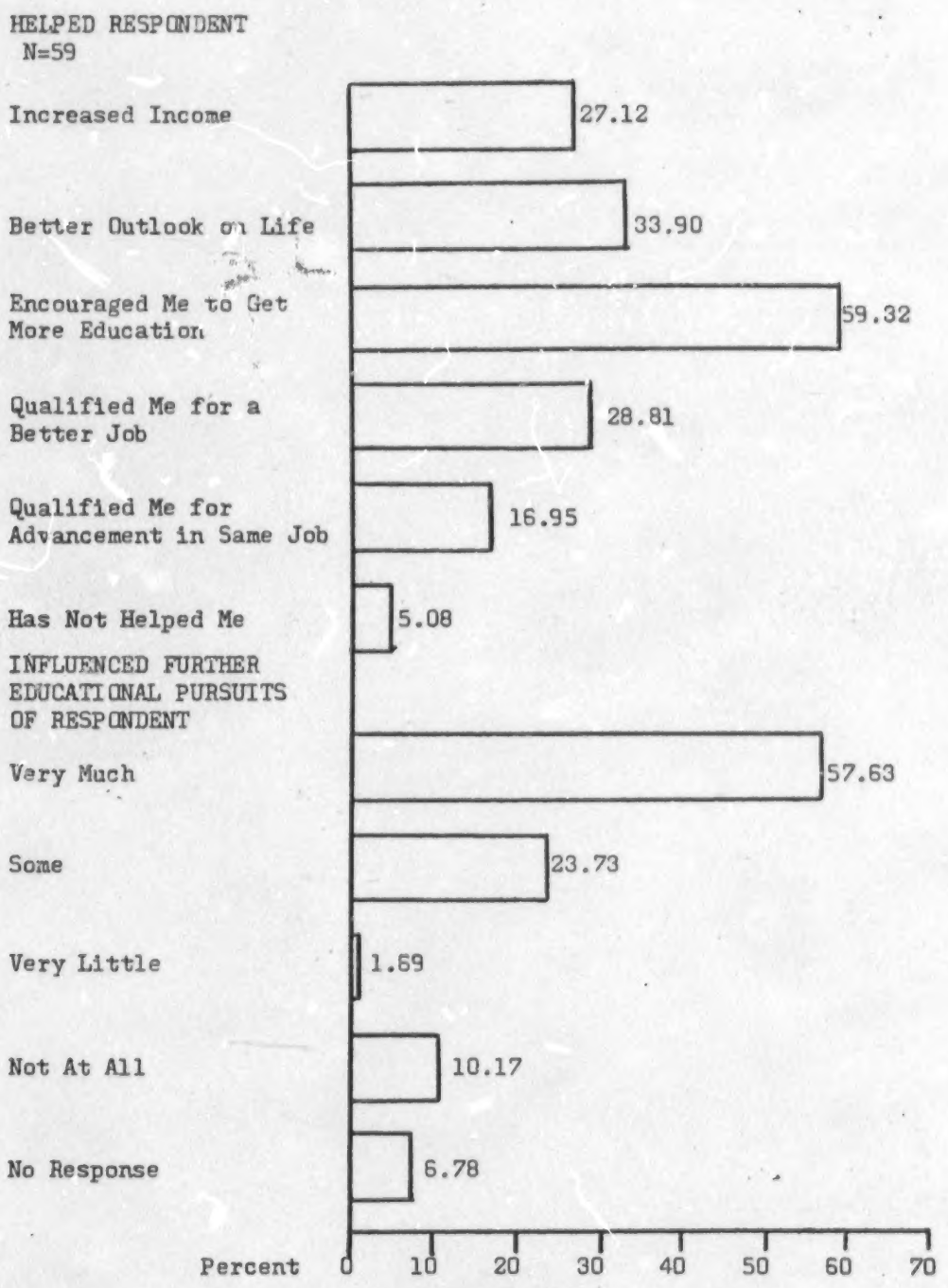

Figure 2

HOW RESPONDENTS REPORTED PASSING GED HELPED THEM AND INFLUENCED FURTHER EDUCATIONAL PURSUITS

The responses illustrated in Figure 2 address the question, "was the motivation for taking the GED affected by test results?" More detailed relationships responding to the questions: (1) did results obtained cause a change in objectives; (2) did tests reinforce original objectives; (3) did recipients persist in their initially stated desires for taking the GED, appear in Tables 1 and 2. There is a significant increase in the numbers who originally did not plan to further their education but did advance to post-secondary formal education and, by self report, were influenced by the GED test results. Of the 9 respondents who checked "not at all" influenced by GED test results, 5 listed job betterment by advancement or change as their original reason for taking the tests. However, one individual did go to a two year junior college (other than M.C.C.), and all but one were employed and that response listed she was a "housewife with 3 children", and sought self satisfaction by her accomplishment as the reason for taking the GED test.

Table 1

HOW GED TEST RESULTS AFFECTED ORIGINAL MOTIVATION

		1970	1971	1972	1973	1974	Totals
Planned Further Education	Yes	4	7	5	4	6	26
	No	5	2	3	13	10	33
Pursued Further Education	Yes	9	8	6	12	7	42
	No	0	1	2	5	9	17
Influenced by GED							
Very Much		5	6	6	11	7	35
Some		2	2	2	3	5	14
Very Little		1	0	0	0	0	1
Not At All		1	1	0	3	4	9

Table 2

PERCENT OF RESPONDENTS BY YEARS WHO FURTHERED EDUCATION

Year	Number	Percent Total
1970	9	100
1971	8	88.89
1972	6	75.00
1973	12	70.50
1974	7	50.00
Averages for 5 Year Period	8.4	76.89

In addressing the question, have M.C.C.'s efforts in the GED tests administration and follow-up contributed affirmatively to the promotion of post-secondary education at either M.C.C. or other institutions, the overall reaction was overwhelmingly favorable. Of the 59 respondents, 100 percent wrote in at least one favorable comment and few limited their response to just one sentence. As 62.71 percent of the respondents learned about the GED tests from a "Friend/relative" (Appendix D), it would appear that word of mouth advertising of a good product would be a most descriptive reply to this question.

A replication of Sharon's (1971: 11) comment, "The following quotes might summarize the general feelings of the students better than any statistical summary:" was certainly appropriate and concerned the effects on the 59 respondents in this study, as illustrated in these quotes:

"The testing room was quiet, comfortable and I didn't feel closed in. The personnel seemed to really care. Thank you for helping make this possible."

"I was very pleased with the testing center. McLennan Community College is a great asset to Waco."

"The personnel at the testing center were helpful and friendly. The room was quiet and I felt very comfortable. I liked everything about M.C.C."

"I thought that the center was quiet, the personnel was [sic] friendly and helpful. Passing the test helped me a lot. Thank you."

Not from one of the respondents to the GED Information Form utilized in this research but from a feature article which appeared in the Waco Sunday edition of the daily newspaper, Tribune Herald (Lane, 1975: 4B) is a quote directly addressing the question concerning affirmative promotion of post-secondary education:

> For Miss Reeves, obtaining a GED was a long process but, "I was very determined to finish. If nothing happens I am going to college," she said smiling. Miss Reeves said she hopes to attend McLennan Community College, the school which administered the GED tests and provided the materials for the students at Kate Ross.

In response to question number 13, "Check financial assistance you received to help with your education or training", a total of 62.71 percent of the respondents checked off "None" (Appendix D). Even though all had, for various reasons, taken the GED tests at M.C.C. only 15.25 percent felt they knew a lot about local educational programs. Less than 50 percent (47.46) knew "something about them" and 37.29 percent "knew very little about them". In the check off of question 12 in the GED Basic Information Form, 62.71 percent stated they had originally learned from "Friend/relative" about the GED test battery. In the MAP Survey Summary (1975: Item 4) 69.7 percent of these respondents gave TV news and local newspapers as "sources of information about local matters" with "conversations with friends and neighbors" only 16.6 percent, third in rank order and less than half of either the first or

second sources.

In comparing M.C.C. to national statistics (Appendix E) for the period 1970 through 1974 M.C.C. averaged 3.37 years younger than the national average except for 1973 when M.C.C.'s average GED examinee exceeded the national average age by 4.9 years. The overall difference in this category for the full five years was only .16 years less for M.C.C.

The average number of years of schooling prior to taking the GED differed by .78 years with M.C.C. less than national average.

In the areas of examinees who passed, 85.22 percent for M.C.C. versus 68.73 percent nationally, and failed, 14.78 for M.C.C. versus 31.27 nationally, it appeared that preparation, testing atmosphere or some other variable contributed to M.C.C's program producing a higher percentage of qualifying examinees compared to national results.

Chapter 5

SUMMARY AND CONCLUSIONS

This research on selected, successful examinees at McLennan Community College GED Official Test Center had three major objectives:

1. To determine if the examinees had continued their educational pursuits at M.C.C. as a result of having been examined there.
2. To determine whether the motivations for taking the tests were influenced by the grades obtained, either reinforcing or changing initial objectives.
3. To determine if the M.C.C. follow-up contributed affirmatively to pursuit of post-secondary education.

The effects of the GED tests on the M.C.C. examinees responding were comparable to the effects on the examinees reported upon by Sharon (1972). The overall reaction of the high school equivalency certificate recipients was to make them aware of their potential and to give them the incentive to advance in educational, or work fields or both. A change from originally intending to take the tests for vocational reasons to post-secondary educational enrollment and program completion was definitely indicated.

Specific GED test grades obtained were not researched but the vast majority of the respondents, by self report, were directly influenced to return to educational pursuits beyond the post-secondary level.

Examinees had proved to themselves that they had the ability, via this nontraditional method, of obtaining high school completion certification and qualifying for post-secondary schools. An overwhelming number stated they were very strongly influenced to continue educational pursuits and that their GED grades were the contributing factor.

One obvious conclusion was that some respondents were bolstered in their original ambition to pursue further academic goals. Still others, through their acquisition of a high school equivalency certificate were convinced that they should reconsider their goals.

How motivation for taking the GED test battery was affected by test results was revealed by responses to several questions. As indicated, a significant percentage of the respondents resolved to further their education because of the successful completion of the GED tests and, in fact, did attend an institution of higher learning with only 3.39 percent of the total respondents having attended a community or junior college other than McLennan Community College.

No conclusions can be drawn, with this research, as to why McLennan Community College was selected. However, further correlation of the data contained in Appendix D with the information acquired during M.C.C., MAP Surveys, Phases I and II (1975) is indicated.

The 59 respondents all stated that they were very favorably impressed with the attitude of the M.C.C. personnel with whom they had contact. All stated that the test batteries had been administered in an atmosphere which was conducive to complete concentration on the tests.

Other than the comparisons to national statistics, as published in the GED Testing Services Annual Statistical Reports for the calendar

years 1970 through 1974 (Appendix E), no attempt was made to correlate this research with the statistics that may have been applicable to any other institution of higher learning. This would not preclude subsequent use of the information contained herein for future research or expanded studies at McLennan Community College or in other institutions. The data are descriptive statistics of a randomly selected sample of a single population.

RECOMMENDATIONS

Several recommendations for further study and analysis have emerged from this research.

1. All pertinent data on file concerning successful GED examinees who qualified at McLennan Community College should be considered for programming into the in-house electronic data processing system to enable a comparison of these high school equivalency certificate recipients with past and current student enrollment. Credit, noncredit and continuing educational course comparisons and correlations to acquire specific information on the entire GED population could prove to have significant relevance in evaluating precise data on:
   a. Amount of progress in the outreach effort to assist the community.
   b. Effects of socioeconomics on enrollment and retention.
   c. Levels of academic achievement.
   d. Major fields of study and financial support requirements.
   e. Demographic characteristics of scholastic achievement.

2. Those segments of the population, including individuals and business/industry, most likely to profit from the GED program should be further studied. In-depth research to determine methodologies of informing, educating and acquiring affirmative attitudes toward the GED program from data produced by this GED Basic Information Form input and the M.C.C. MAP Surveys I and II (1975) should be pursued. The potential upgrading of the educational levels and subsequent value of the citizens to themselves, the community and area business/industry are extremely valuable economic assets. This is especially significant in considering the national tendency of major business and industry relocating to the Southwestern section of the country.

Assessment of Adult Needs Project, Phase I brought out quite vividly the positive interests in adult education of a large segment of the population surveyed. The attitudes of this population concerning the educational opportunities and the respondents' perceptions of their utility was pertinent and revealing.

Research into the proximity of M.C.C., the prevailing economic situation, and tuition cost comparisons should be a set of factors for further analysis concerning why M.C.C. was selected for post-secondary education. Cost and geographical proximity ranked second and third, respectively, in the factors and possible obstacles to attendance as reported in the MAP, Phase I, Summary (Item: 5B). This is especially significant in view of the respondents' expressed knowledge of educational programs in McLennan County.

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BIBLIOGRAPHY

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APPENDICES

APPENDIX A

GED BASIC INFORMATION FORM

As one of the persons who earned a High School Equivalency Certificate by passing the GED tests at M.C.C. you have been chosen to help us to gather some information that will allow M.C.C. to better serve this community.

The information on this form is being collected as a part of a research study of the General Educational Development (GED) Tests given at McLennan Community College Official GED Test Center from January, 1969 through December, 1974.

Most of the statements and questions require only that you place a check (✓) mark in a space to the left of the items that apply to you. Some of the questions do ask for answers which will need to be printed in the spaces provided.

THIS FORM HAS BEEN SENT TO OVER 300 PEOPLE AND ONLY GROUP DATA FOR RESEARCH PURPOSES ARE BEING GATHERED. ANSWERS ON COMPLETED INFORMATION FORMS CANNOT BE IDENTIFIED WITH SPECIFIC INDIVIDUALS. PLEASE HELP BY FILLING OUT THIS FORM.

1. Check the year you passed the GED Test.
   ___1969 ___1970 ___1971 ___1972 ___1973 ___1974

2. Have you furthered your education since passing the GED tests?
   ___Have not yet further my education but I intend to enroll in
   _____
   (type of school)
   ___Enrolled at McLennan Community College
   ___Enrolled at other two year or junior college
   ___Completed a formal program at M.C.C.
   ___Completed a formal program at other two year or junior college
   ___Entered a vocational-technical school
   ___Completed a vocational-technical school
   ___Entered a four year college
   ___Completed a four year college
   ___Completed a college degree and I am now in graduate school
   ___Entered a non-credit course of instruction at an institution that required a high school diploma or equivalency certificate
   ___No and probably will not seek further education

3. Check the reason that you took the GED tests.
   ___Vocational ___College ___Other (Explain)_____

4. Check your status when you took the GED tests (check one or more).
   ___Student ___Employed ___Unemployed

5. If you were employed when you took the GED tests, check what you thought about your job (check one or more).
___Liked it ___Did not like it ___No room to advance
___Needed more educational background to advance
___Other_____
(explain)

6. Check how passing the GED has helped you.
___Increased income ___Better outlook on life
___Encouraged me to get more education ___Qualified me for a better job ___Qualified me for advancement in same job
___Has not helped me

7. If you are now attending college, check how well you are doing in your college courses.
___Better than average ___Average ___Below average
___Don't know

8. Check the one statement that describes the highest level of education you think you will actually complete.
___1 year of college ___2 years ___3 years ___4 or more years ___Technical-Vocational School ___Business school
___Other (Name type of school)_____
___No further schooling

9. Check the statement that tells how the GED tests influenced you to continue formal education.
___Very much ___Some ___Very little ___Not at all

10. Check which test have been required for your admission to college.
___Did not go to college ___Scholastic Aptitude Test (SAT or College Boards) ___American College Test (ACT) ___None were required ___Other test(s) (Name test or tests)_____

11. Check how your GED test scores influenced you to choose a career.
___Very much ___Some ___Very little ___Not at all

12. Check how you originally learned about GED tests.
___Newspaper or magazine ___Radio or TV ___College catalog
___Poster in public place ___Armed Services ___Friend/relative ___Other (state what or where)_____

13. Check financial assistance you received to help with your education or training.
___"G.I." Bill ___Vocational Rehabilitation ___Hinson-Hazlewood ___National Direct Student Loan ___Federally Insured Student Loan ___Law Enforcement Assistant Program
___College Work-Study Program ___Texas Tuition Equalization Grant ___Institutional Scholarship ___Other (Name)_____
___None

14. Check the amount of time from the date you passed the GED tests until you began or will begin your education or training.
___Less than 1 year ___1 year ___2 years ___3 years
___4 years ___5 years ___6 years ___Does not apply

15. If you have not attended a college or vocational-technical school since passing the GED, check one of the following.
___I plan to enroll in a college ___I plan to enroll in a business college ___I plan to enroll in a vocational-technical school ___I plan to enroll in an on-the-job training or apprenticeship program

16. Check what grade average you think you had when in school before you took the GED tests.
___A+ ___A ___B+ ___B ___C+ ___C ___D+
___D ___F ___Don't know

17. Check what you feel you know about educational programs in the McLennan County area.
___Know a lot about them ___Know something about them
___Know very little about them

18. Did you attend GED preparation classes? ___Yes ___No

19. If you attended GED preparation classes, who sponsored them?
___M.C.C. ___Baylor ___Hill Junior College ___Public School ___Other (Name)_____ ___Don not know

20. Rate your GED preparation class.
___Excellent ___Good ___Fair ___Poor

21. What GED test was most difficult?
___Math ___Science ___Literature ___Social Studies
___English

22. How could a GED preparation class be improved? _____
_____
_____

23. Please comment on the M.C.C. testing center. (Were the personnel friendly and helpful; were you comfortable; was the testing room quiet; etc.?)_____
_____
_____

WE HAVE ONLY A VERY SHORT TIME TO PREPARE THIS REPORT AND WOULD APPRECIATE YOUR SENDING US THIS COMPLETED FORM BY RETURN MAIL IN THE ENCLOSED STAMPED ENVELOPE.

Thank you for your help. If you would like to have more vocational information or counseling at no cost to you or if you would be interested

in attending McLennan Community College, please fill out and return separately the enclosed postage-paid card.

APPENDIX B

FOLLOW-UP MAILING COVER LETTER

Dear G.E.D. Participant:

The enclosed G.E.D. Basic Information Form is a duplicate of the one mailed to you in July, 1975.

The number of responses to our request was less than we must have to complete the important research we hope to do. So, once again, we are asking you to complete and return the enclosed G.E.D. Basic Information Form.

Since we have no way of knowing who did send back the first completed forms, we are sending the form again to everyone. If you did complete the first form, disregard this one; but if you did not return the first form, or if you are not sure if you returned the first form, please help us help the community in which we all live.

Since passing the G.E.D., if you have not yet completed your educational goal, McLennan Community College may have just the program for you. If you would like further information about MCC, please call me at 772-8573, Extension 388 or fill out the enclosed blue card, and I will send you the information you request by mail.

Sincerely,

Keith Geisler
Director of Counseling Services

Enc. (2)

APPENDIX C

APPENDIX D

TABULATED RESPONSES TO QUESTIONNAIRE

	Number of Responses	Percent of Respondents
1. Check the year you passed the GED Test. N=59		
1970	9	18.00
1971	9	18.00
1972	8	16.00
1973	17	34.00
1974	14	28.00
2. Have you furthered your education since passing the GED tests? N=61		
Have not yet furthered my education but I intend to enroll in _____ (type of school)	6	10.17
Enrolled at McLennan Community College	21	35.59
Enrolled at other two year or junior college	2	3.39
Completed a formal program at M.C.C.	6	10.17
Completed a formal program at other two year or junior college	0	0.00
Entered a vocational-technical school	3	5.08
Completed a vocational-technical school	1	1.69
Entered a four year college	4	6.78
Completed a college degree and I am now in graduate school	0	0.00
Entered a non-credit course of instruction at an institution that required a high school diploma or equivalency certificate	6	10.17
No and probably will not seek further education	8	13.56
No response	3	5.08
3. Check the reason that you took the GED tests. N=59		
Vocational	16	27.12
College	21	35.59
Other (Explain)_____	21	35.59
No response	1	1.69

		Number of Responses	Percent of Respondents
4.	Check your status when you took the GED tests (check one or more) N=61		
	Student	6	10.17
	Employed	37	62.71
	Unemployed	18	30.51
5.	If you were employed when you took the GED tests, check what you thought about your job (check one or more). N=70		
	Liked it	19	32.20
	Did not like it	4	6.78
	No room to advance	3	5.08
	Needed more educational background to advance	24	40.68
	Other _____ (explain)	2	3.39
	No response	18	30.51
6.	Check how passing the GED has helped you. N=101		
	Increased income	16	27.12
	Encouraged me to get more education	35	59.32
	Qualified me for advancement in same job	10	16.95
	Qualified me for a better job	17	28.81
	Better outlook on life	20	33.90
	Has not helped me	3	5.08
7.	If you are now attending college, check how well you are doing in your college courses. N=59		
	Better than average	9	15.25
	Average	15	25.42
	Below average	0	0.00
	Don't know	1	1.69
	No response	34	57.63

		Number of Responses	Percent of Respondents
8.	Check the one statement that describes the highest level of education you think you will actually complete. N=59		
	1 year of college	3	5.08
	2 years	12	20.34
	3 years	1	1.69
	4 or more years	14	23.73
	Technical-Vocational school	6	10.17
	Business school	5	8.47
	Other (Name type of school)_____	3	5.08
	No further schooling	11	18.64
	No response	4	6.78
9.	Check the statement that tells how the GED tests influenced you to continue formal education. N=59		
	Very much	34	57.63
	Some	14	23.73
	Very little	1	1.69
	Not at all	6	10.17
	No response	4	6.78
10.	Check which tests have been required for your admission to college. N=59		
	Did not go to college	20	33.90
	Scholastic Aptitude Test (SAT or College Boards)	2	3.39
	American College Test (ACT)	16	27.12
	Other test(s) (Name test or tests)_____	1	1.69
	None were required	11	18.64
	No response	9	15.25

	Number of Responses	Percent of Respondents
11. Check how your GED test scores influenced you to choose a career. N=59		
Very much	15	25.42
Some	11	18.64
Very little	8	13.56
Not at all	23	38.98
No response	2	3.39
12. Check how you originally learned about GED tests. N=59		
Newspaper or magazine	4	6.78
Radio or TV	2	3.39
College catalog	4	6.78
Poster in public place	0	0.00
Armed Services	2	3.39
Friend/relative	37	62.71
Other (state what or where)_____	9	15.25
No response	1	1.69
13. Check financial assistance you received to help with your education or training. N=59		
"G.I." Bill	2	3.39
Vocational Rehabilitation	1	1.69
Hinson-Hazlewood	1	1.69
National Direct Student Loan	2	3.39
Federally Insured Student Loan	1	1.69
Law Enforcement Assistance Program	0	0.00
College Work-Study Program	0	0.00
Texas Tuition Equalization Grant	1	1.69
Institutional Scholarship	0	0.00
Other (Name)_____	9	15.25
None	37	62.71
No response	5	8.47

		Number of Responses	Percent of Respondents
14.	Check the amount of time from the date you passed the GED tests until you began or will begin your education or training. N=59		
	Less than 1 year	25	42.37
	1 year	7	11.86
	2 years	2	3.39
	3 years	3	5.09
	4 years	1	1.69
	5 years	2	3.39
	6 years	0	0.00
	Does not apply	17	28.81
	No response	2	3.39
15.	If you have not attended a college or vocational-technical school since passing the GED, check one of the following. N=59		
	I plan to enroll in a college	5	8.47
	I plan to enroll in a vocational-technical school	3	5.08
	I plan to enroll in an on-the-job training or apprenticeship program	8	13.56
	I plan to enroll in a business college	2	3.39
	No response	41	69.49
16.	Check what grade average you think you had while in school before you took the GED tests. N=59		
	A+	0	0.00
	A	4	6.78
	B+	10	16.95
	B	16	27.12
	C+	11	18.64
	C	7	11.86
	D+	1	1.69
	D	2	3.39
	F/Don't know (F - None admitted)	8	13.56

		Number of Responses	Percent of Respondents
18. Did you attend GED preparation classes?	N=59		
Yes		10	16.95
No		49	83.05
19. If you attended GED preparation classes, who sponsored them?	N=59		
M.C.C.		6	10.17
Baylor		0	0.00
Hill Junior College		0	0.00
Public School		0	0.00
Other (Name)_____		4	6.78
Do not know		0	0.00
NR/NA		49	83.05
20. Rate your GED preparation class.	N=10		
Excellent		2	20.00
Good		4	40.00
Fair		3	30.00
Poor		1	10.00
21. What GED test was most difficult?	N=60		
Math		31	52.54
Science		9	15.25
Literature		7	11.86
Social Studies		5	8.47
English		6	10.17
No response		2	3.39

		Number of Responses	Percent of Respondents
22. How could a GED preparation class be improved?	N=59		
Suggestion		7	11.86
No suggestion		3	5.08
NA		49	83.05
23. Please comment on the M.C.C. testing center. (Were the personnel friendly and helpful; were you comfortable; was the testing room quiet; etc.?)	N=60		
Favorable Comment		59	100.00
Unfavorable Comment (included as an aside in favorable comment)		1	1.69

APPENDIX E

COMPARISONS OF GED DATA: M.C.C./NATIONAL

YEAR	TOTAL TESTED		TOTAL PASSED				AVERAGE AGE (YEARS)		AVERAGE NO. YEARS SCHOOLING	
	U.S.	M.C.C.	U.S.		M.C.C.		U.S.	M.C.C.	U.S.	M.C.C.
	No.	No.	No.	Percent	No.	Percent				
1970	331,534	224	234,693	70.79	183	81.70	29.1	28	9.67	10
1971	387,733	194	266,217	68.66	177	91.24	28.02	26	9.78	10
1972	430,346	187	290,053	67.4	160	85.56	27.37	26	9.75	8
1973	440,216	249	300,227	68.2	198	79.52	25.1	30	9.8	9
1974	430,253	394	295,154	68.6	347	88.07	27.2	26	10.9	9
5 YR AVG.	404,016	250	277,269	68.73	213	85.22	27.36	27.2	9.98	9.2

YEAR	PERCENT FAILED STATE STANDARDS		PERCENT PLANNING FURTHER STUDY		NUMBER PLANNING FURTHER STUDY	
	U.S.	M.C.C.	U.S.	M.C.C.	U.S.	M.C.C.
1970	29.21	18.30	40.1	21.43	132,945	48
1971	31.34	8.76	41.23	39.69	159,862	77
1972	32.6	14.44	44.3	27.81	190,643	52
1973	31.8	20.48	42.0	22.49	184,891	56
1974	31.4	11.93	48.0	42.89	206,521	169
5 YR AVG.	31.27	14.78	43.13	30.86	174,972	80.4